



Aquinas College

Core and Elective Subject  
Selections

for

Year 10 2010

(Version 1)

*This booklet provides a brief outline of the subjects being offered at  
Aquinas College in Year 10, 2010*

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# YEAR 10 - A TRANSITION TO SENIOR STUDIES

## INTRODUCTION

The Year 10 curriculum at Aquinas College allows students the opportunity to study core subjects and select elective subjects in areas of interest. This is a transition year for students to experience senior subjects.

The core curriculum is comprised of:

- English
- Mathematics
- Religious Education and Introduction to Study of Religion
- Science
- Studies of Society and Environment (History or Geography or Legal Studies)

Year 10 students will also select four other subjects to study each semester from the list of elective subjects. Each elective subject will only be studied for one semester.

Students should consider choosing subjects that they have an interest in and may want to consider for their senior studies. This will allow for students to experience these subjects and consequently be more informed to make decisions for their senior years.

Please read the following subject descriptions and information carefully.

Remember to choose your areas of interest carefully and enjoy your studies.

## QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

### What is it?

The Queensland Certificate of Education (QCE) is a school-based qualification awarded to young people at the completion of the senior phase of learning, usually at the end of Year 12.

It confirms a student's achievement in relation to:

- a significant amount of learning
- a set standard of achievement
- meeting literacy and numeracy requirements.

Students in Year 10 may begin to work towards their QCE by completing Certificate I courses embedded in subjects offered at Aquinas College such as:

- Certificate I Business within Business Communication & Technology (BCT)

### **How does it work?**

The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs.

Different types of learning attract different credit values. A credit is the minimum amount of learning at the set standard that can contribute towards the QCE. Students must have **20 credits** to be awarded a QCE at the completion of Year 12.

### **Learning accounts**

All learning undertaken and achievements are recorded in a learning account. These achievements then convert to credits. As activities and studies are completed, the credits are banked and the learning account grows, just like a bank account.

To achieve a QCE, a young person requires an amount of learning at a set standard and in a set pattern, and must meet the requirements for literacy and numeracy.

### **Planning your pathway to a QCE (available on the QSA website) provides information about:**

- courses of study and the credits they attract
- the set standard for those courses
- the pattern required:
  - Core
  - Preparatory
  - Enrichment
  - Advanced
- the requirements for literacy and numeracy.

### **The Senior Statement**

The Senior Statement is an official record of all the learning achievements in a Learning Account. It details: what learning was attempted, the standard achieved and, where and when the learning took place.

The QSA will issue the Senior Statement to young people who:

- have met the requirements for the Queensland Certificate of Education, or
- are attending a school, and have banked at least one achievement in their Learning Account, and are enrolled at a school until the prescribed date at the end of Year 12, or
- have completed a pattern of study which makes them OP eligible.

**For more information:**

- visit the QSA website at [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)
- visit the Careers Information Service at [www.cis.qsa.qld.edu.au](http://www.cis.qsa.qld.edu.au)
- visit the Department of Employment and Training at [www.det.qld.gov.au](http://www.det.qld.gov.au) for information about school-based apprenticeships and traineeships.

## CORE SUBJECTS

English  
Mathematics  
Religious Education & Introduction to Study of Religion  
Science  
Studies of Society and Environment

## ELECTIVE SUBJECTS

Accounting  
Business Communication & Technology (BCT)  
Business Organisation and Management (BOM)  
Dance  
Drama  
Film, Television & New Media  
Graphics  
Health Education  
Hospitality  
Information Processing and Technology (IPT)  
Information Technology Systems (ITS)  
Japanese  
Manufacturing  
Music  
Physical Education  
Technology Studies  
Tourism  
Visual Art

### **DISCLAIMER**

The college must have certain teachers and equipment to run some courses. If the college loses access to these resources, the college will attempt to provide students with alternative opportunities to complete the courses and related qualifications. The college retains the right to cancel a course if it is unable to meet these requirements. Students are not guaranteed to be able to study every subject they select.

# CORE SUBJECTS

## **ENGLISH**

English study in Year 10 aims to develop further competencies in reading, writing, viewing, shaping and listening in a variety of situations and for a variety of purposes. Students will study novel and drama, as well as non-fiction, media, film and television. A Shakespearean text will be treated in detail as preparatory to further Shakespeare study in Years 11 and 12. Students will examine the use of language in all aspects of their everyday lives and make both written and oral responses in a range of genres: expository essays, feature articles, creative writing, persuasive speeches and panel discussions. Students are expected to write drafts for assignment tasks and to begin to take some responsibility for their own learning through research tasks.

English is a compulsory subject through all levels of the College and students must be able to use language effectively if they are to consider direct entry to university placement after Year 12. In Years 11 and 12, English is a demanding subject and it is anticipated that, through a modified Year 10 course, students will make a smooth transition from the middle years of schooling into the senior years of study without feeling overwhelmed by the scope and depth of the tasks offered.

## **MATHEMATICS**

Year 10 is a transition year in Mathematics from middle school to formal senior assessment work. The focus is to provide an opportunity for each student to determine their appropriate level of study for Mathematics in Years 11 and 12. Students are directed towards an appropriate level of study: Mathematics B, Mathematics A or Prevocational Mathematics where mathematical skills that are life-related are addressed. Assessment tasks are set in similar format to those given in Years 11 and 12 thereby assisting in the transition process to the senior years. A student's most appropriate level of study in the senior years is ascertained from their results attained in Year 10.

# **RELIGIOUS EDUCATION & INTRODUCTION TO STUDY OF RELIGION**

## **DESCRIPTION**

The wider religious education and faith formation of young people in the College is the context of Religious Education classes. This understanding of Religious Education promotes the knowledge, skills, attitudes and values that enable students to participate as active and informed members of the Church and society.

The units that will be studied in Semester 1 are:

- Scripture – Gospels, Mark's Gospel, St Paul
- Church History
- Changing Church
- Reformation and Catholic Reform
- Monasticism
- East & West – One Faith

## **INTRODUCTION TO STUDY OF RELIGION**

An Introduction to Study of Religion units, similar to Years 11 and 12, will be studied in Semester 2.

Units studied are:

- Indigenous and Ancient Religions – Aboriginal Spirituality & Ancient Religions
- Morality – Conscience and Decision Making
- Right Relationships
- Moral Issues for Young People
- Christian Love

## **ASSESSMENT TASKS**

Assessment Tasks include: Multimodal Assignments, Essay and Short Answer Exams, a Field Report and Assignments.

# SCIENCE

## DESCRIPTION

The curriculum offered in Year 10 Science is intended to introduce and prepare Year 10 students for the subject disciplines of Physics, Chemistry and Biology that are to be offered in Year 11 and 12 at Aquinas College. The course is set out under these disciplines, with each student experiencing each of these disciplines at least once in the year.

This will enable the students to receive the optimum introduction to these disciplines and allow the students to become familiar with the requirements of them. This gives a necessary grounding for students who intend to continue their study in any or all of these disciplines in Years 11 and 12.

## ASSESSMENT

Each term, students will be expected to perform

- Experimental Investigation (EI)
- Supervised Assessment (SA)

Alongside this, students are expected to complete formatted homework tasks from time to time.

# STUDIES OF SOCIETY AND ENVIRONMENT

## DESCRIPTION

The Studies of Society and Environment (SOSE) department offers four subjects to students in Year 10. The chosen subject, History, Geography, Legal Studies or Civics will be studied for both semesters. This gives the necessary grounding for students who intend to continue their study in this discipline in Year 11 and 12.

## CONTENT

### Modern and Ancient History

Semester 1 Unit 1: Australia in World Affairs  
Unit 2: Vietnam – War and Peace

Semester 2 Unit 3: Mesopotamia – Cradle of Civilisation  
Unit 4: Hatshepsut – Woman Pharaoh

### Geography

Semester 1 Unit 1: Coastal Vegetation (Excursion)  
Unit 2: Global Environments  
Unit 3: Sustainability (Assignment)

Semester 2 Unit 4: Geographic Skills  
Unit 5: River Systems (Field Report)  
Unit 6: Urban Studies

### Legal Studies

Semester 1: Unit 1: The Legal System  
Unit 2: Criminal Law

Semester 2 Unit 3: Law of Torts  
Unit 4: Independent Study

Assessment: Assessment will include examinations and research of controversial topics will involve the law.

### Civics and Living Skills

Semester 1: Unit 1: Money and the Consumer  
Unit 2: The Changing Workplace  
Unit 3: Job Seeking

Semester 2: Unit 1: Government  
Unit 2: You and the Law  
Unit 3: Human Rights / Global Citizen

# **ELECTIVE SUBJECTS**

# ACCOUNTING

## INTRODUCTION

The skills learnt in Accounting prepare students for a variety of entry points to employment, in both employee and employer roles, as well as preparing them for continuing study at a tertiary level.

The study of accounting provides, not only a foundation in the discipline of accounting, but also an understanding of the processes involved in using accounting information to make effective decisions to help organisations make more money.

Students are provided with opportunities to develop skills in managing financial resources that they can apply in the business environment, and also on a personal level.

Introductory Accounting enables students to get a “feel” for senior Accounting which is an OP subject in Years 11 and 12.

## CAREER PATHWAYS

- Accountant:
- Stockbroker
- Business Planner
- Business Manager
- Auditor
- Economist
- Financial Planner

# BUSINESS COMMUNICATIONS AND TECHNOLOGY (BCT)



NATIONALLY RECOGNISED  
TRAINING

## Introduction

Students who are looking at a career in business administration and management would be recommended to take this course. The course is practical and involves the use of computer technology including spreadsheeting, database development and document design. Naturally, there is a theoretical side to the course involving email, verbal & non-verbal communication, basic finance & use of office equipment.

Introductory Business Communications and Technology (BCT) enables students to “taste” senior BCT, which is an OP subject in Years 11 and 12. It also enables students to complete a **Certificate I in Business (BSB10107)** which students can use for basic office administration and a possible two credit points towards their QCE.

Please note the certificate component of this subject will be offered pending approval by QSA.

## Units of Competency

BSBOHS201A	Participate in OHS processes
BSBWOR202A	Organise and complete daily work activities
BSBCMM101A	Apply basic communication skills
BSBADM101A	Use business equipment and resources
BSBITU101A	Operate a personal computer
BSBITU102A	Develop keyboard skills

## Career Possibilities:

- Office Administration
- Office Management
- Human Resources Officer
- Industrial Relations Office
- Workplace Health & Safety

# **BUSINESS ORGANISATION AND MANAGEMENT (BOM)**

## **Introduction**

This subject gives students the opportunity to analyse and understand the business organisation, its management and community environment. It gives students an understanding of how to interact with business in a variety of social and economic roles. Students learn practical knowledge which will enable students to 'taste' senior BOM, which is an OP subject in Year 11 and 12.

## **Career Possibilities**

This subject is useful for students who wish to pursue a career in:

- Law
- Accounting
- Banking
- Stockbroking
- Economist
- Business Manager
- Other business related occupations.

# DANCE

## Introduction

Dance has been used throughout history to communicate meaning, and capture and convey ideas and feelings by an aesthetic and artistic use of the body. Dance education not only promotes dance as an art form, but also highlights the social and ritual functions which have evolved from tradition and remain a relevant cultural language in modern society.

Dance education provides another mode of learning and a means of identifying and developing special interests and talents not emphasized in other educational areas. Within dance education, students' self confidence and necessary social skills to work effectively, individually and in teams are developed. Dance also heightens awareness of, respect for the body and increases the quality of a person's well-being. Creative and problem-solving abilities are fostered through research, synthesis, and communication of ideas, images and feelings. The study of dance in its wider context promotes a deeper understanding of students' own and other cultures.

## Areas of Study:

- Popular Dance
- Contemporary Dance
- World Dance
- Dance Fitness

## Assessment:

- **Choreography**- involves the exploration, selection and manipulation of dance components to create dance and movement pieces.
- **Performance**- involves the physical demonstration of dance and expressive skills.
- **Appreciation**- involves the interpretation, analysis and evaluation of the students' own and others' dance pieces.

# DRAMA

Students confront the arts on a daily basis, whether it is through television, film, radio, the media or theatre. Today it is recognised that to be truly well educated one must not only learn to appreciate the arts, but must have rich opportunities to actively participate in creative work. The arts are languages that most people speak, cutting through individual differences in culture, educational background, and ability. They can bring every subject to life and turn abstractions into concrete reality.

## Units of Study:

### **UNIT 1: The Actors Space - Stanislavski.**

Students explore the acting techniques of Stanislavski and implement these skills in a scripted performance.

### **UNIT 2: Comfort the Afflicted and Afflict the Comfortable – Collage Drama**

Students explore social issues through Collage Drama techniques. They are exposed to and come to a deeper understanding of world issues and stories, and how these are relevant to their own contexts and experiences. They create their own dramatic representations of social issues selected by their group and present these representations to their peers, friends and families on the Year 10 Drama Night.

# FILM, TELEVISION & NEW MEDIA

## INTRODUCTION

It is no secret that the youth of today are greatly influenced by the Media, in particular film, television and increasingly the Internet. Not being educated about the Media and the agenda of the Media “makers” means that you are at risk of blindly accepting what you see, hear and read in the Media; for example look at the way the Media portrays youth... do they always get it right? It is important for you to be more critical of the Media, to question the agenda of the Media makers and to challenge what these Media makers are saying.

Without the Media, communication, both on an inter-personal level and mass communication level, would be virtually impossible. Without the Media, it would also be virtually impossible to access important information. The Media is all-pervasive, it is everywhere we look, it is here to stay. It is paramount therefore that you learn about the role and history of the Media as well as its impact on society. It is important also that you learn the skills necessary to work in the Media, considering it is such a burgeoning industry, and one in which you might like to work one day!

In Year 10 Film, Television and New Media, you will learn how to critique a product (e.g. a film) and then you will have the opportunity to make your own product putting the knowledge and skills you have learnt into practice. Imagine making your very own film, from the pre-production stage where you brainstorm your ideas, prepare storyboards and scripts, and choose settings, costumes, props and talent, to the production stage where you film your creation, using lighting and sound to support your story, to the post-production stage, where you edit, perfect your soundtrack, and add titles and credits.

## GRAPHICS

Year 10 Graphics primarily involves students learning varying methods of communication in a graphical form. Foundation studies are taught and contextual units of *Product Design*, *Business Graphics*, *Built Environment* are drawn from an integrated approach to learning.

Foundation Studies include:

- Plane Geometry
- Technical / Orthographic Projections
- Diagrams and Charts
- Development
- Presentation Graphics
- Computer Aided Drawing (CAD)

Students interested in Architecture, Drafting and Engineering will benefit from this subject. It is also very useful in Design, Art and as a communication technique in daily life.

## HEALTH EDUCATION

The elective Health Education is designed to enable students to acquire knowledge on the different aspects of health: physical, mental, emotional, social and spiritual. Students focus on a range of health issues in the context of these aspects, and explore the factors that influence health.

This subject is a useful introduction to the senior subject, Health Education. The program in Year 10 is divided into two main modules: Personal Health and Health Issues Within Teenage Populations. Through a process of inquiry students learn how to play an active role in enhancing their own health and that of their peers and community.

Possible topics within the two modules may include some of the following: nutrition, HIV/AIDS, stress/lifestyle management, road trauma, immunisation, sexual health, youth homelessness, youth suicide and lifestyle diseases. Students will develop and practice personal skills including different forms of written and oral communication, interview and research techniques, through participation in activities such as topic forums, role plays, media analysis, micro-surveys, video and guest speaker sessions, class and homework tasks.

The fundamental health principle of social justice will be explored within aspects of the course topics.

### ASSESSMENT

Students will write reports and perform oral presentations in the Year 10 course. Students who choose Health Education should be prepared to work in groups as well as individually. Commitment to completing homework reading is essential.

# HOSPITALITY

In this course students will explore self-reliance; personal responsibility for safety, health and the well-being of others, and contribution to team work and professional skills. This gives student's valuable insight, not only into the world of work, but also the range of skills necessary for life long learning in academic, vocational and personal spheres of endeavour.

Areas of study include:

- An introduction to the *Hospitality Industry* including personal hygiene, safety, customer relations and service ethos;
- Nutritional requirements;
- Time management, decision making processes and evaluation;
- Food production skills; and
- International foods, coffee unit & coffee shop style foods.
- Theory and practical assessment are used for this subject. There is an excursion and internal professional course offered each semester.

## **Special requirements**

An additional subject fee will apply to cover costs of materials used and all excursions.

# INFORMATION PROCESSING AND TECHNOLOGY (IPT)

Information technology refers to the creation, manipulation, storage, retrieval and communication of information and to the range of technological devices and systems used to perform these functions. The course of study emphasises problem identification and solution rather than the use of specific applications. It involves a study of information and intelligent systems, software and system engineering, human–computer interaction, and the social and ethical issues associated with the use of information technology.

## **Course Outline:**

- Introduction to Game Design: Creation of interactive games using Game Maker software
- Introduction to Programming using Visual Basic: Design and create a program
- Introduction to Robotics using RoboLab: Build and program a Lego robot

Students will use the Design, Develop, Evaluate cycle to develop games, software and information systems. They will study artificial intelligence, in particular the use of Robots. They will also gain an understanding of computer systems and the IT industry.

## **Assessment**

Assessment takes the form of class tests, practical tasks and project work.

## **The skills and qualities developed;**

- Logical approach to the solution of problems
- Self reliance and capable of independent work
- Persistence, accuracy and imagination
- Good conceptual ability and skills in analysis and problem solving
- Discipline to document and record results

This subject would be a good starting point for careers with Information Technology, computer programming and engineering. Skills learnt could be applied to almost any career path. This is a subject strongly recommended for those students who wish to study Year 11 and 12 IPT.

# INFORMATION TECHNOLOGY SYSTEMS (ITS)

Information Technology Systems seeks to prepare students to meet the rapid change of technology and be responsive to emerging technologies and trends, as well as understand specialist and technical aspects of the area. It approaches the areas of study through problem solving and project management structures, and emphasises the importance of being able to work individually and in teams, to communicate effectively, and to develop productive relationships with clients.

## Course Outline

- 📁 Web Design using Adobe Dreamweaver
- 📁 Graphic Design using Adobe Photoshop and Fireworks
- 📁 Animation using Adobe Flash

Information Technology Systems in Year 10 allows students the opportunity to develop skills in the area of multimedia and animation. Students will work collaboratively on an IT project to develop a multimedia presentation.

## Assessment

Assessment is made up of practical tasks and project work.

Students will need to be self-motivated learners with a good work ethic as the subject will require an amount of individual work on tutorials and projects. This subject would be a good starting point for careers with Information Technology, particularly in the digital design field. Completion of the Year 10 ITS course will assist students wanting to take ITS in Years 11/12, but it is not a necessary requirement.

# JAPANESE

## DESCRIPTION

Students continuing their Japanese language studies into Year 10 can enjoy a living language experience, as part of the curriculum is a two month stay in Japan in Semester II. For girls, that is at one of Kyoto Kyohei Gakuen or Hakata Girls' High School, while for boys that is at Rikkyo Boys' High School.

The language skills you will develop during the Junior Japanese course should enable you to communicate in a range of functional situations which cover a variety of practical everyday conversational needs. The integrated study of the four macro skills – Speaking, Listening, Reading and Writing is presented through a variety of useful and practical themes, such as ordering food, asking for directions, self introductions, making arrangements, homestay situations, etc. The study of culture and customs which promote an understanding and appreciation of the Japanese people and their way of life is an integral part of the course. The subject is taught through a functional and activity based approach which focuses primarily on communicative language learning in a learner-centred environment.

# MANUFACTURING

Year 10 Manufacturing is a practical course that will give students an understanding of the technologies covered by this Authority Registered Subject in Years 11 and 12. This course offers students the opportunity to acquire some competencies needed in tradesperson work environments.

Communication skills, mathematical skills, manipulative skills, organization skills and collaborative skills are learnt. Competencies that will be taught come from the following general areas.

- Arc Welding
- Oxy-Acetylene Welding
- Mechanics
- Hand Tools
- Power Tools
- Machine Operations

Students will be working with materials, tools, machines and equipment listed above. This subject is recommended for students who have an interest in gaining traineeships or school based apprenticeships in the future.

### Special requirements

An additional subject fee will apply to cover costs of materials used.

# MUSIC

Year 10 Music offers students a range of different and exciting activities. It covers the traditional areas of performance, theory and listening in order to prepare students for further study in Years 11 & 12. Also the course will present these traditional activities with an emphasis on current practises in the music industry.

Music at Aquinas College places an emphasis on the use of technology. Students will learn to use computer software and current music technology to undertake their performance and theory activities. It is important to provide students with industry type experiences like recording and producing CDs of their work.

Topic will include:

- Jazz
- The Musical
- Film Music
- Industry Study (Recording)

Music is a practical activity and students should have skills in performing on an instrument or voice or be prepared to begin the study of either.

# PHYSICAL EDUCATION

The elective Physical Education provides an introduction to the senior Physical Education Authority subject in Years 11 and 12.

Students will be involved in both practical and theoretical course components, with selected physical activities being the main focus for each term's work.

Practical activities will be chosen from a list of popular sports including Touch Football, Volleyball and other activities.

The theoretical components address senior course content in Skill Acquisition, Sociology of Sport, Fitness and Training for Exercise and Sport. These unit topics are extended upon in Years 11 and 12.

The subject requires a roughly even allocation of practical / physical performance time and theoretical lessons. The emphasis of the course is on improvement of individual and team performance standards, through the application of academic principles underpinning the learning of physical skills, training and participation.

Students who choose Physical Education should have a College sports cap.

## **ASSESSMENT**

Students will complete assignments, sit written examinations and undergo practical testing in the course physical activities. Students should be prepared to participate fully in all performance activities, and should show a willingness to meet homework expectations.

# TECHNOLOGY STUDIES

During this course students will learn basic principles of the design process and work through several problem solving exercises.

Technology Studies will expose students to a wide variety of tools, materials, processes and allow them to solve problems and make informed discussions.

Students will realise their designs and evaluate the outcomes. The mandatory topics are:

- Design Process
- Safety
- Processes
- Materials
- Tools
- Systems

The use of the design process is central to this subject and is a valuable skill in many employment areas, including interior design, landscape, design, automotive design, clothing and fashion design, town planning, marine, architecture, engineering, teaching, all trade vocations and graphical arts.

## **Special requirements**

An additional subject fee will apply to cover costs of materials used.

# TOURISM

## INTRODUCTION

This course is recommended for students considering a career in Tourism, an area that generates increasing employment opportunities as one of Australia's most economically significant industries.

The taster course is designed to promote an awareness of the economic importance of tourism and develop an understanding of the ways in which it impacts on culture and the environment. Popular tourist destinations are also researched with a view to increasing the student's general knowledge about the world in which we live.

The introductory course enables students to "taste" Tourism, to gain an insight into the course on offer in Years 11 and 12. The vocational component offers the opportunity to obtain Certificate II in Tourism (Operations) at the completion of two years of senior study in Years 11 and 12.

## CAREER POSSIBILITIES

- Events Management
- Human Resources
- Retail Travel
- Tourism Management
- Gold Coast Tourism
- Tourism Australia
- Hotel Management
- Sports Tourism

# VISUAL ART

The Junior Course has been designed to allow progressive development of the Art program, developing and expanding through Year 10 as an introduction to Year 11.

Making, displaying and appraising are the key learning processes to be found in all practical activities, and theoretical studies of art practices. The course provides students with a number of different media applications based on the facilities and resources of the College. The course will also give spiritual support to the aims of Catholic Education.

**Students will prepare a number of practical folios of work. These will include a solution of learning experiences based on both 2D & 3D media. The following areas will be assessed:**

- The degree of imagination demonstrated by the student in communicating their ideas in a visual way;
- The level of skills and understanding of techniques demonstrated by the student in the areas of art studied;
- The ability of the student to use available material to carry out the intent of the project;
- The degree to which the student utilises effectively the elements and principles of design in effecting an original solution to the task;
- The degree of awareness and understanding of the problem-solving approach applied to their practical work;
- The ability of the student to manage their time effectively towards completing essential tasks; and
- The degree of resourcefulness and inventiveness by the student using various media.

**Written Assessment will include:**

1. Written test
2. Visual Journal
3. Homework Response
4. Gallery Critique

**These will allow assessment of:**

- The level of understanding of specific knowledge of art media, techniques, terminology and concepts;
- The degree of clarity and fluency demonstrated in communicating their idea about art; and
- Suitability of choice of resource material.

**Special requirements**

An additional subject fee will apply to cover costs of materials used.